Unit title	Travel and Tourism Enterprises
Guided learning hours	90
Number of lessons	45
Duration of lessons	2 hours

Links to other units

- Unit 1: The Travel and Tourism Industry
- Unit 2: Worldwide Travel and Tourism Destination
- Unit 3: Marketing Travel and Tourism to Domestic and International Customers
- Unit 4: Customer Service in Travel and Tourism
- Unit 10: Global and Domestic Passenger Transport
- Unit 11: Events, Conferences and Exhibitions for the Travel and Tourism Industry
- Unit 14: The Cruise Industry

Key to lesson types			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**CD**	Classroom delivery

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Carry out market research to identify a new travel and tourism enterprise idea to meet the changing needs of consumers				
1	Learning aim A	CD	● **Lead-in:** 'How can I set up my own travel and tourism enterprise?' Prompt learners for enterprise ideas, resources, skills and knowledge needed for a business start-up. ● **Tutor-led presentation:** introduce learners to the unit and format of assessment. Explain what enterprises are and how they help to meet changing consumer demands, trends and fashions. ● **Small group activity:** case study of a successful enterprise. Ask groups to produce a wall display exploring new enterprise ideas and inspirational quotes from a successful entrepreneur or enterprise, such as the purchase of Trip4real by Airbnb; Eventbrite; or the Welsh enterprise that transformed a disused quarry into Zip World, a leading global tourist attraction. ● **Group activity:** ask groups to review the ideas in the profitable venture travel and tourism business. Ask them to identify ideas that could potentially be a realistic enterprise for the unit. Groups share their lists and discuss the pros and cons of each. ● **Plenary:** ask learners what key messages they can take from Richard Branson when developing a travel and tourism enterprise.	Whiteboard Unit specification Internet Computers Search online for Airbnb and the 'Trip4real story'; Eventbrite; or the Welsh enterprise that transformed a disused quarry into Zip World, a leading global tourist attraction. The *Hall of Fame* website might be a good starting point for sector examples, as well as the UNWTO Tourism Startup Competition. There is a useful article on travel and tourism business ideas that can be found by searching online for 'profitable venture travel and

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				tourism business ideas'.
2	**A1:** Types of market research **A2:** Purpose of market research	CD/IS	● **Lead-in:** ask learners: 'How can market research help you to choose a travel and tourism enterprise?' ● **Tutor-led presentation:** give an overview of primary (e.g. questionnaires, online surveys, Twitter polls etc.) and secondary market research (e.g. reviewing relevant trend reports from travel websites such as ABTA's *Travel Trends 2019* in the UK; market intelligence etc.), using both qualitative and quantitative methods. ● **Paired activity:** learners find an example for each of the four types to illustrate they understand the key differences and can begin to build up their portfolios. ● **Individual activity**: learners read the Peter Jones handout and discuss the importance of market research for a new enterprise, such as to: review the target market; establish needs; identify a gap in the market; and identify competitors. ● **Plenary:** discuss and summarise the purpose and types of market research for a new travel and tourism enterprise.	Whiteboard Computers Internet Materials for posters Peter Jones has a useful piece on his website for assessing the viability of a business idea. It can be found by searching online for 'Peter Jones business guide assess the viability of an idea'.
3	**A1:** Types of market research **A2:** Purpose of market research	CD	● **Lead-in:** ask learners: 'What are the changing needs of consumers?' ● **Paired activity:** using a range of secondary research sources, learners select appropriate data to identify a specific changing trend or fashion of tourists under 30. Learners present their research findings to the class, sharing useful websites they have found while searching and a possible enterprise idea to address the trend or need. ● **Plenary:** discuss how the changing needs of consumers could influence the choice of enterprise.	Computers Search online for 'ABTA Travel Trends report' or 'Organisation for Economic Co-operation and Development (OECD) report on Tourism Trends, 2018'
4–5	**A1:** Types of market research	IS	● **Individual activity**: learners produce a shortlist of their own enterprise ideas, and then conduct secondary research to	Computers

	A2: Purpose of market research		review the target market, establish needs and identify gaps in the market and competition.	Internet
6	**A1:** Types of market research	CD	● **Lead-in:** ask learners: 'How can primary research identify the changing needs of consumers?' ● **Paired activity:** ask learners to research the advantages and disadvantages of different types of primary research. Give learners worksheets to identify the benefits and drawbacks of each type. Discuss findings. ● **Tutor-led activity:** use examples of questionnaires, online surveys and polls on social media (e.g. Twitter, Facebook etc.) to highlight purpose, design, open, closed, qualitative and quantitative questions. Discuss the advantages and disadvantages of different types of questions. ● **Plenary:** discuss which primary research methods are better for collecting quantitative data, and which methods for qualitative data.	Computers Internet Worksheets Questionnaires
7	**A1:** Types of market research	CD/IS	● **Lead-in:** Ask learners: what is wrong with the question 'How did you find your last skiing holiday?'? Discuss how badly phrased questions can affect validity. ● **Tutor-led activity:** give learners a badly written questionnaire. Ask them to highlight the weaknesses and discuss as a group. ● **Individual activity:** learners produce an improved version of the questionnaire and then peer assess it. Share the improved questions as a group. ● **Plenary:** learners agree 'Top Tips' for questionnaire design.	Computers Questionnaire Poor questionnaire
8	**A1:** Types of market research	IS	● **Individual activity:** learners produce material for a different primary research method (e.g. focus group or consumer panel) aimed at reviewing target market, establishing needs, identifying a gap in the market and identifying competitors. Learners could test their material on peers and modify as required.	Computers Internet

9	**A3:** Interpretation of research findings	CD	● **Lead-in:** ensure learners have everything they need in order to present their data (e.g. any software or access to appropriate resources). ● **Paired activity**: learners consider how the data could be analysed and whether they could use graphical representations of data for ease of understanding. What gaps can they identify in the data? ● **Tutor-led presentation:** demonstrate the creation of graphs from spreadsheet information. ● **Paired activity:** learners create graphs based on data. They present their data analysis to the whole group, including an evaluation of the reliability and validity of the data and source(s). ● **Plenary**: ask learners: 'Would you invest £50,000 (or equivalent) in this product or service based on the information collected?' Then ask them to highlight weaknesses in the data.	Market research data Computers (e.g. spreadsheet software such as Microsoft Excel)
10	**A3:** Interpretation of research findings	CD	● **Lead-in:** ask learners: 'Can you trust your market research findings?' ● **Tutor-led discussion:** discuss the validity of the data collected in previous sessions. Explain how to confirm whether it is reliable and complete, and whether it is a sufficient basis on which to develop a start-up plan and undertake a costly marketing campaign. This is also a good opportunity to use different charts, tables and graphs to ensure learners are able to interpret and infer data accurately. ● **Paired activity:** learners select appropriate research data they have collected and review it for validity, reliability, currency and sufficiency. ● **Individual activity:** learners consider the validity and reliability of their data and how it might be improved. ● **Plenary:** discuss what further research will be necessary to confirm the choice of enterprise.	Computers Internet Research data from learners' own country

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11–14	Learning aim A	AW	● **Individual activity:** learners complete the first assignment, which involves an individual research portfolio investigating opportunities for a new travel and tourism enterprise. They must be able to identify exactly what they need to collect in their portfolio, how to organise their evidence and how to evaluate their research findings.	First assignment brief Computers Internet
Learning aim B: Develop a start-up plan for a new travel and tourism enterprise to meet the changing needs of consumers				
15	**B1:** Legal aspects of the new enterprise	CD	● **Lead-in:** link with Unit 1 and ask learners to read their notes from this unit. Ask learners: 'Who owns different types of travel and tourism businesses?' ● **Tutor-led activity:** give a general overview of the different types of ownership and the meaning of legal form. Give learners a worksheet with examples of travel and tourism businesses. Ask them, for each business, to identify the legal form, such as corporation, partnership or sole proprietorship. Discuss the advantages and disadvantages of the different legal forms. ● **Paired activity**: learners research copyright and intellectual property (IP) considerations for businesses. Discuss findings and importance as a group. ● **Plenary:** discuss which legal form will work best for each learner's enterprise. ● **Homework:** produce questions in preparation for the guest speaker.	Presentation and notes Computers Internet Worksheet
16	Learning aim B	GS	● **Guest speaker:** organise a visit from a local entrepreneur to talk about their experiences of starting up a new business, and the advice they would give to someone starting out. Alternatively, organise a 'virtual visit' via Skype, FaceTime or Google Hangouts. This would also provide an opportunity to encourage two or more contrasting enterprises to participate, such as a sole proprietor offering local guided walks and a limited company guesthouse providing boutique accommodation.	Computers Internet e.g. access to Skype, FaceTime, and/or Google Hangouts

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			● **Individual activity:** take notes during the visit and encourage learners to ask the guest speaker the questions that they have prepared in advance.	
17	**B1:** Legal aspects of the new enterprise	CD	● **Lead-in:** ask learners: 'What types of legislation apply to businesses?' ● **Small group activity:** give each group one of the five legislation elements to research (five legislation elements: employment, health and safety, data protection, environmental protection and consumer protection) for them to find out the key legislative requirements for a start-up enterprise. Groups present their findings to the class. ● **Individual activity:** give learners a case study and ask them to identify the legislation applicable to the business. ● **Plenary:** lead a question and answer (Q&A) session to identify specific legislation within learners' own country that applies to all types of business.	Presentation and notes Computers Internet Case studies (e.g. The Marriot Hotel or British Airways data breaches in 2018)
18–19	**B2:** Financial feasibility of the new enterprise	CD	*(NB. You may wish to split this session into two separate ones: one to cover key terms and definitions, and one to make calculations following worked examples. Below is a proposed structure to cover both sessions.)* ● **Lead-in:** ask learners: 'What costs will you have when you start up your enterprise?' ● **Tutor-led activity:** introduce learners to financial considerations for the new enterprise and give definitions of terminology. Give them a list of fixed and variable costs, and ask them to match them to the correct heading. Discuss how to determine finance required based on projected costs, and payback period. ● **Tutor-led presentation:** go through the main components of a break-even chart and show learners how to calculate total revenue, variable cost and fixed costs. Show them how to draw and label a break-even chart and to project profit and loss.	Presentation and notes Computers Whiteboard Template of a break-even chart

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			● **Individual activity:** give learners plenty of exercises to calculate break-even and correctly draw the chart. ● **Plenary:** lead a Q & A to assess learner understanding.	
20–21	**B2:** Financial feasibility of the new enterprise	CD	● **Lead-in:** ask learners: 'What are cash inflows and cash outflows?' ● **Tutor-led activity:** go through the main components and layout of a cash flow forecast: inflows, outflows, net cash flow, opening balance and closing balance. Ask learners to create a cash flow forecast from given figures and identify how the business could improve its cash flow position. Learners should complete several of these in order to reinforce understanding. ● **Individual activity:** give learners case studies of cash flow position. Ask them to answer some case study questions to determine understanding. ● **Plenary:** lead a Q & A to assess understanding.	Computers Laptops Whiteboard Template of a cash flow forecast Case studies of cash flow position
22	**B3:** Resources required for the new enterprise	CD	● **Lead-in:** ask learners: 'What resources will you need for a new enterprise?' ● **Tutor-led activity:** learners identify a range of physical and human resources, and then have a discussion about how to source and cost resources, as well as the importance of employing the right number and quality of staff. ● **Small group activity:** give learners a case study on a proposed new business. Ask them to research and propose the physical and human resources the business would require to operate, including premises, equipment, vehicles, IT and software. Coordinate proposals, e.g. by running a one-off event such as a 'free' walking tour (asking for 'donations') or glamorous camping (glamping) accommodation in luxury bell tents. ● **Paired activity:** learners complete a worksheet to identify suppliers and costs for specific resources for the case study, including leased/rent/buy. They share findings and useful	Whiteboard Computers Internet Case study Worksheet

			websites. ● **Plenary:** Discuss answers to the question: 'What are the most expensive resources for a new enterprise?' ● **Homework:** learners identify physical and human resources required for their new enterprise.	
23	**B3:** Resources required for the new enterprise	CD	● **Lead-in:** ask learners: 'How will you finance your new enterprise?' ● **Small group activity:** ask learners to conduct online research to identify different sources from which a business can obtain finance. Prompt them to research crowd-funding and other emerging sources. ● **Tutor-led activity:** ask group members to feed back their findings. ● **Small group activity:** learners identify the advantages and disadvantages of different types of financing for the case study in the previous session. Groups propose the most suitable source(s). ● **Plenary:** discuss the pros and cons of different sources of finance for a new enterprise. ● **Homework:** learners identify the start-up and running costs for their new enterprise and research sources of finance that will help fund it.	Computers Internet Have a look for examples of crowd funding websites online, e.g. search for 'crowdcube' Whiteboard Case study
24–25	**B4:** Documents to record the start-up plan for the new enterprise	CD	● **Lead-in:** ask learners: 'What is a business plan?' ● **Paired activity:** give learners a sample business plan, and ask them to analyse the format, content and financial plans. They should then produce an analysis based on the plan. The analysis should consider the strengths and weaknesses of the plan, as well as likely opportunities and threats that may influence its success. Learners share findings with the class, and discuss the strengths and weaknesses of the plan. ● **Individual activity:** ask learners to collect a range of business plan templates, and consider their advantages and disadvantages. They should then compile their own template	Computers Internet Sample business plan Peter Jones has a good section on his website about how to create a business plan. Search online for 'Peter Jones

			for a formal business plan. ● **Plenary:** learners identify their 'Top Tips' for writing a business plan, including any documents that may be useful such as flow charts or reports.	guide to preparing a business plan'. Or have a look at the advice given by the Princes' Trust. Search online for 'Princes' Trust preparing a business plan'.
Learning aim C: Prepare a marketing strategy to launch the new travel and tourism enterprise to raise consumer awareness				
26–27	**C1:** Marketing mix	CD	*(NB: You may wish to split this session into two separate ones: one session to cover L1 product, L2 price and L3 place; and one to focus on developing an understanding of channels of distribution and price strategies. Below is a proposed structure to cover both sessions.)* ● **Lead-in:** ask learners: 'What is the marketing mix?' ● **Tutor-led discussion:** discuss what is included in the product (e.g. features and benefits of the product or service and USP). ● **Small group activity:** learners examine a range of travel and tourism products and services, and identify the USP, features and benefits of the product or service. This could be developed to other product elements including form and function of the product and branding. ● **Tutor-led discussion:** introduce a range of distribution channels. Learners discuss the advantages and disadvantages, identifying the types of products that suit different channels and the target markets served by each channel. ● **Tutor presentation:** explain the use of different pricing strategies to suit different marketing objectives. Examples of different travel and tourism products (e.g. accommodation or flights) with different price points could be provided, and	Presentation and notes Computers Internet Peter Jones has some interesting information about creating a 'marketing mix' on his website. Search online for 'Peter Jones business guide assemble a marketing mix'.

			learners should think about why a particular price point had been selected. ● **Class discussion:** lead a discussion on how to select (with justification) an appropriate pricing strategy for a range of products or services. ● **Plenary**: lead a Q & A to check understanding and preparation for assessment.	
28–29	**C1:** Marketing mix	GS	● **Lead-in:** ask learners: 'Is digital marketing the way to go?' ● **Group activity:** groups research the cost and convenience of traditional promotional methods, including advertising, media and public relations, trade and consumer shows, and brochures. Learners identify the advantages and disadvantages of different methods. ● **Paired activity:** learners to complete preliminary research into digital marketing methods (e.g. social marketing tools such as Twitter, Instagram, TicToc and other digital methods such as Google Ads, email distribution lists etc.) and prepare questions for the guest speaker. ● **Guest speaker:** if possible, make arrangements for a guest speaker from a digital marketing company to brief learners on current and emerging digital marketing opportunities. ● **Q & A:** provide an opportunity for learners to ask questions to help identify the scope for using digital marketing for their enterprise. ● **Tutor-led discussion**: learners discuss the advantages and disadvantages of traditional methods. ● **Plenary:** discuss whether there is a place for digital marketing in your marketing mix.	Computers Internet Guest speaker There is a useful article on the *Travel Daily Media* website about the use of social media in travel product launches. Search online for 'Travel Daily Media the use of social media for travel product launches'.
30	**C1:** Marketing mix	IS	● **Lead-in:** ask learners: 'Do all of the 4Ps (Price, Product, Promotion and Place) in the marketing mix have equal importance?' ● **Small group activity**: each group investigates the marketing mix of a selected travel and tourism organisation.	Computers Internet Display materials

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			Groups then present their findings to the class and produce displays of the marketing mix. ● **Plenary:** lead a discussion on evaluating how well the elements combine to make a coherent whole. ● **Homework:** for the next session, find an example of a travel and tourism business with a strong marketing message.	
31–32	**C2:** Marketing strategy overview	IS	● **Lead-in:** ask learners: 'What makes a strong marketing message?' ● **Small group activity:** learners review the key content of successful marketing campaigns (e.g. see the *Travel Marketing Awards* website for effective campaign examples); the effectiveness of marketing messages; the strength of the marketing mix; and the appropriateness of the media. Each group evaluates and selects the strongest strategy, giving reasons for their choice. ● **Paired activity:** give learners a product and ask them to develop a marketing strategy for it. This will include: o an appropriate message o a suitable marketing mix o a selection of appropriate media o how the strategy is to be evaluated. ● **Paired activity:** learners present their strategy to the group and respond to questions. ● **Plenary:** learners vote on which one they deem to be the best presentation, giving their reasons why.	Computers Internet, e.g. *Travel Marketing Awards* website Marketing campaigns
33–35	Learning aims B and C	AW	● **Individual activity:** complete the second assignment, which involves developing a start-up plan for a new travel and tourism enterprise. This should include legal considerations, and will be supported by financial data and details of the resources required. Learners should determine the marketing mix, and prepare and evaluate a marketing strategy to launch the new enterprise, and raise consumer awareness for	Second assignment brief Computers Internet

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			learning aim C.	

Learning aim D: Carry out a pitch for the new travel and tourism enterprise start-up plan in order to generate interest in the new travel and tourism enterprise				
36	**D1:** Opportunities to present a pitch for the new travel and tourism enterprise to an audience **D2:** Consideration of factors when choosing method of presentation and venue	IS	● **Lead-in:** ask learners: 'Would you buy into this business?' Learners to watch a selected *Dragon's Den* pitch (e.g. 'Mainstage Travel: Series 11, Episode 7) and identify strengths and/or weaknesses of the pitch. ● **Tutor-led presentation:** give an overview of the opportunities for presenting an effective business pitch. ● **Tutor-led discussion:** ask learners to consider how pitches for a particular product might influence the method of presentation and venue. Select a suitable episode of *The Apprentice* to support this, and discuss how the venue contributed to the atmosphere of the pitch presentation. ● **Paired activity:** ask learners to collect a variety of risk assessment templates, consider their advantages and disadvantages and compile their own template. ● **Plenary:** learners produce checklists of information to collect during the next session's visit.	Computers Internet Presentation notes Video clips
37	**D2:** Consideration of factors when choosing method of presentation and venue	V	● **Lead-in:** ask learners to consider as many factors as they can when choosing a method of presentation and venue, including risk assessments, contingency planning, insurance, size, budget and visual impact. Give examples of venues in the local area or country. Explain the purpose of risk assessments and contingency planning ● **Group activity:** visit a local exhibition, event or conference venue to view and discuss facilities, cost, size, contingency planning, insurance, signage, health and safety etc. ● **Q & A:** learners use a Q & A opportunity to clarify factors to be considered when choosing a method of presentation and venue. If possible, give learners the opportunity to conduct a brief presentation at the venue.	Centre off-site visit approval and documentation Risk assessment forms

			● **Paired activity**: learners complete a risk assessment of the venue.	
38	**D3:** Appropriate resources for the pitch **D4:** Appropriate supporting documents for the pitch **D5:** Presentation skills appropriate to the chosen pitch method	IS	● **Lead-in:** learners read the article by Peter Jones listed in the Classroom resources column, and ask questions to assess their progress. ● **Paired activity:** learners peer assess the content of each other's portfolios, in order to identify additional materials and documentation that may still be required. ● **Tutor-led activity:** brief learners on health and safety considerations when finalising the resources needed for delivering their pitch. Give opportunities to use and practise mock pitches, using resources and equipment and receive feedback. ● **Tutor-led discussion:** learners discuss and agree the quality standards for poster, display boards etc. ● **Plenary:** ask learners: 'Are you ready to pitch?' Set an action plan for final assessment preparation.	Peter Jones has a good article on his website about maximising marketing. Search online for 'Peter Jones, be heard in the market maximise your marketing' Computers Internet Equipment
39–40	**D5:** Presentation skills appropriate to the chosen pitch method	IS	● **Lead-in:** learners make notes on a poor pitch from *Dragon's Den*. Discuss how could it be improved. ● **Paired activity:** learners conduct online research into how to present a successful pitch. In pairs, they collate their 'Ten Top Tips' for presenting a pitch. ● **Tutor-led activity:** explain the different types of sales pitch, including the features of elevator pitches, with video-clip examples. ● **Class activity:** learners prepare an elevator pitch for their enterprise. They present their pitch and respond to questions from their audience. Learners should evaluate their own performance and give peer evaluations using the 'Ten Top Tips' as an assessment tool. ● **Plenary:** discuss how you can turn your pitch from good to great.	Video clip Computers Internet Peter Jones has a good article about how to pitch your idea for finance on his website. Search online for 'Peter Jones pitch your idea for finance'. Richard Branson has written a good article on the *Forbes* website outlining the five

				elements of a perfect pitch. Search online for 'Forbes Richard Branson 5 elements of a perfect pitch'.
41–44	Learning aim D	AW	● **Individual activity:** learners complete their third assignment, which involves them planning and carrying out their individual presentation pitches for their start-up. Learners select a form of presentation and venue that is appropriate to the enterprise idea and audience. Then they complete a risk assessment of the selected venue and produce a contingency plan.	Assignment brief 3 Computers Internet Equipment and materials as required by each learner
45	Learning aims A–D	IS	● **Individual activity and group discussion:** 'What went well …?'; 'Even better if …'; lead a review and evaluation of the unit delivery, assessment, visits and personal performance.	Review and evaluation sheets

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.